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STUDY OF SLOW LEARNERS.

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TORONTO BOARD OF EDUCATION (ONTARIO), RES. DEPT.

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A SPECIAL COMMITTEE REPORT TO THE BOARD OF EDUCATION, TORONTO, CANADA, REVIEWS THE PRESENT PROGRAM FOR SLOW LEARNERS (IQ 59 TO 90) AND RECOMMENDS A NEW TYPE OF EXPERIMENTAL HIGH SCHOOL. THE PROBLEM OF SLOW LEARNERS, THE USE AND MEANING OF INTELLIGENCE TESTS, AND THE DISTRIBUTION OF LEARNING CAPACITIES AMONG STUDENTS IN SCHOOL ARE DISCUSSED. THE COURSES PROVIDED FOR THE SLOW LEARNERS AND THE STATISTICAL DISTRIBUTION OF PUPILS IN THESE COURSES ARE DESCRIBED. DATA AND DESCRIPTIONS ARE GIVEN FOR BOTH ACADEMIC VOCATIONAL CLASSES FOR THE 75 TO 90 IQ GROUP AND OPPORTUNITY CLASSES AND JUNIOR VOCATIONAL SCHOOLS FOR THE 50 TO 75 IQ GROUP. THE REPORT ALSO CONSIDERS THE WIDER PROBLEM OF PREPARING SLOW LEARNERS FOR AN INCREASINGLY TECHNICAL SOCIETY AND THE TASK OF MAKING PROVISIONS FOR THEM. STATISTICS ARE PRESENTED IN 19 TABLES. (TS)

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STUDY OF SLOW LEARNERS

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THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

STUDY OF SLOW LEARNERS

October, 1960

REPORT NO. 1 OF SPECIAL COMMITTEE APPOINTED TO JOIN WITH THE PRINCIPAL ACADEMIC OFFICIALS TO STUDY THE QUESTION OF SCHOOL ACCOMMODATION FOR SLOW LEANERS PRIOR TO FINAL DECISIONS WITH RESPECT TO THE BOARD'S 1961 CAPITAL BUILDING PROGRAMME

Thursday, October 13, 1960.

To the Board of Education:

Since its appointment by the Board on April 7, 1960, your Committee, consisting of Trustees Midanik (Chairman), Barker, Down, MacDonald, McKinstry, Ross, Stainsby and Wardle, has held seven meetings for the purpose of examining all aspects of the problem related to the education of the slow learner.

A preliminary examination of the existing facilities available for the education of the slow learner in the Toronto school system revealed that while the present three junior vocational schools are doing excellent work, the physical plant is obsolete, and your Committee was of the opinion that before definite action is taken concerning the future of these schools, the policy of the Board with respect to the education of children having difficulty with the regular school programmes should be examined.

With this in view, reports of the Director of Education, Superintendents of Public and Secondary Schools and Co-ordinator of Auxiliary Services were considered, one report, dated May 25, 1960, outlining a study of slow learners, as shown in Appendix "B", and the other report, dated October 4, 1960, setting out alternatives to the existing junior vocational schools, as shown in Appendix "C".

The Committee also decided to obtain the opinions of other interested persons on the work now being done in the field of the education of the slow learner and to this end, the principals of the three junior vocational schools and two teachers of Academic Vocational Classes addressed the Committee on the philosophies and practices of their schools and classes. Your Committee was also favoured with presentations by members of the Social Planning Council of Metropolitan Toronto, who outlined some of the employment problems faced by slow learners and "drop-outs" who leave school with inadequate training.

After careful consideration of the many problems involved, your Committee makes the following recommendations:

1. That funds be placed in the 1961 estimates to implement a programme which will provide a new type of Secondary School to serve pupils in the slow learning group.

2. That selected personnel begin immediately to plan the school with respect to both accommodation and curriculum and that, if necessary, they be relieved of regular duties to do so.

It was the intention of your Committee that these recommendations to the Board be referred by the Board to the Management and Advisory Vocational Committees with a view to considering this matter finally at the regular meeting of the Board on November 3, 1960.

Your Committee is continuing to study the problem of the junior vocational schools and has requested the Director of Education to report as soon as possible on the advisability of including funds in the 1961 capital estimates for the erection of a new junior vocational school to replace one of the existing schools.

Respectfully submitted,

J. SYDNEY MIDANIK,
Chairman of Committee.

Secretary's Dept.

APPENDIX "B"

BOARD OF EDUCATION
Office of Director of Education

Toronto, May 25, 1960.

To the Chairman and Members of the
Special Committee re School
Accommodation for Slow Learners.

The following is an extract from the minutes of the meeting of the Committee held on April 12, 1960:

"The Committee was appointed by the Board on April 7, 1960, following consideration of a report from the Director of Education and the Superintendents of Secondary and Public Schools, concerning opinions expressed in a report of the Metropolitan School Board that classes for slow learners should be disbursed in various schools and not centralized in separate vocational schools.

Requested to comment on the function of the Special Committee, the Director of Education stated that while the three existing junior vocational schools, namely, Edith L. Groves, Boulton Avenue and Jarvis Junior, have done excellent work, there is now a proposal that the schools should be replaced. He expressed the opinion that before definite action is taken concerning the future of these schools, the work of the schools should be examined in the light of the following factors:

(a) Whether or not the schools serve the needs of the children concerned.
(b) How children are selected to attend the schools and the proportion of those selected who actually attend.
(c) The opinions of other interested persons, such as Dr. Stogdill, with respect to the work done at the schools.
(d) The experience of other cities with respect to the education of these children.
(e) What research has to show so far as dealing with this particular type of learning situation is concerned.

Further discussion, during which it was noted that the Committee should complete its work prior to final decisions with respect to the Board's 1961 Capital Building Programme, concluded with a motion by Trustee Ross, that the Director of Education be requested to submit a comprehensive report to the Committee for study, as soon as possible. The motion was carried."

Accordingly, the attached report is presented.

Respectfully submitted,

T.H.W. MARTIN,
Superintendent of
Public Schools

D. MEWHORT,
Co-Ordinator of
Auxiliary Services

J.R.H. MORGAN,
Superintendent of
Secondary Schools

Z.S. PHIMISTER,
Director of Education

O U T L I N E

STUDY OF SLOW LEARNERS

1. The Problem

2. Intelligence Tests

3. Distribution of learning capacities

4. Provisions:

   (a) Description of courses-
   Academic Vocational Classes
   Opportunity Classes
   Junior Vocational Schools

   (b) Statistical distribution of pupils in courses:
   Academic Vocational Classes
   Opportunity Classes
   Junior Vocational Schools

5. The Wider Problem

6. The Task

   How to make better provision for slow learners

STUDY OF SLOW LEARNERS

THE PROBLEM

The problem of dealing with slow learning pupils in schools is now recognized as part of the larger problem of dealing with individual differences. Heretofore, inability to make normal progress has been attributed solely to laziness, lack of interest, lack of intelligence or a combination of these. Attempts to ensure success in school subjects have taken their direction from such concepts. It is now recognized that backwardness in school may be analysed as an interlocking combinatiom of four basic factors which may be classified as intellectual characteristics, emotional tendencies, physical conditions and environmental influences. It is now recognized that the principal force which releases energy and arouses activity in human development is a purposeful striving for increasing feelings of mastery, control and understanding of the world of self, other persons and things. Accordingly, school failure must be analysed in terms of the total of each individual's personal characteristics rather than analysed in terms of a single factor such as intellectual endowment. Similarly, when selecting slow learners in order to make provision for them within the school system, it is necessary to take into account the full range of individual differences. On this basis, the problem of dealing with slow learners becomes one of grading and controlling learning experiences in order that individual potential traits can develop to the advantage of the individual and hence to society. The solution to the problem lies in finding the kinds of courses wherein slow learners can succeed rather than in finding ways and means of stimulating slow learners to succeed in courses established for other pupils whose purposes, attitudes, interests and needs are different.

INTELLIGENCE TESTS

Certain limitations in learning capacity are established at birth. Because of the genetic make-up of the individual, his physiological functioning may be such that his rate of learning is at considerable variance with that required in schools. The realization of his mental powers and the directions in which they will be fulfilled can be determined by learning experiences which may be provided in school.

"In his book The Organization of Behaviour (1949), Professor Hebb suggests that the word 'intelligence' has two meanings, which he calls A and B. Intelligence A is 'an innate potential, the capacity for development, that amounts to the possession of a good brain and a good neural metabolism'. Intelligence B is the functioning of a brain which has met with experience, and it is this Intelligence B which determines the 'average level of performance or comprehension by the partly grown or mature person'. Neither is observed directly, but, says Hebb, 'intelligence B, a hypothetical development in brain function, is a much more direct inference from behaviour than Intelligence A, the original potential... It is true that estimating intelligence B requires a summation of observations of behaviour in many different situations, at different times; however, if we assume that such an estimate is possible, what we actually know about an intelligence-test score is that it is primarily related to intelligence B rather than intelligence A. The relationship of A is less direct'. Professor Vernon (in a lecture given in London in 1954) suggests that we want another name, Intelligence C, for the intelligence score obtained in a test, compared with Intelligence B which we can regard for practical purposes as the average level of comprehension and learning shown in everyday-life situations (the functioning level). This is a helpful distinction for understanding discrepancies between B and C. Apart from the fact that Intelligence C is obtained from one or more short intensive standard samples of behaviour, it is obtained in an environment which may be either kinder or more threatening than the child's usual environment, depending partly on the skill of the tester in making the child feel at his best, and partly also on how the child feels about having a test. In point of fact, an individual functions at so many different levels (some with more consistency than others) in the variety of life situations that it is difficult to get more than vague agreement about many a person's Intelligence B. Hence the usefulness in some circumstances of having a standard restricted sample such as Intelligence C on which individuals may be compared.

As to the question whether nature or nurture is stronger in determining intellectual growth, Hebb puts the answer in an interesting way: 'There are then two determinants of intellectual growth: a completely necessary innate potential (Intelligence A) and a completely necessary stimulating environment. It is not to the point to ask which is more important: hypothetically, we might suppose that intelligence will rise to the limit set by heredity or environment, whichever is lower.'" "Mental Measurement" by Ruth Bowyer.

Within this frame, Intelligence-A applies to Johnny because Johnny, unlike a blade of grass, has a human brain. Intelligence-B applies to Johnny because we have seen him every day for a period of time under all sorts of circumstances and we have a fairly good idea of the way he will act. Intelligence-C applies to Johnny because we can use a standardized intelligence test to determine his intelligence quotient.

The score on an intelligence test enables school people to determine the rate at which a given pupil has been developing mentally and the rate at which he is likely to continue to develop. Similarly, from intelligence tests, it is possible to determine the comparative limit to which intelligence is likely to develop in a given individual. However, intelligence tests are not geared to measure all the specific factors which go to make up the total of an individual's intelligence. With the rank and file of pupils who are getting along well enough in school it is not essential that all specific factors be tested, examined and considered.

In dealing with slow learners also, it is important to consider the information obtained by intelligence tests (C-meaning). It is equally important, however, to consider information which intelligence tests do not measure, but which show up in everyday living (B-meaning). One of the most significant of such factors is learning ability. Ability is composed of mental age which can be determined comparatively from intelligence tests; readiness which is a matter of development; persistency of effort which intelligence tests do not measure; and motivations which are not measured by tests but which grow out of the total living situation and which include the full range of emotional responding. Selection of slow learners for special educational programmes is made best by

considering a combination of all the factors which influence achievement in school and success in ordinary living. This is important in order that the school may develop a programme which will give opportunity for every possible asset to be nurtured and utilized.

A recent magazine article (J.K. Lagemann in "Redbook"),in discussing children's intelligence, makes the valid point that intelligence tests do not measure such abilities as creativity, artistic ability, leadership, etc. These are, of course, aspects of a child's potential that are of very great interest to parents and teachers.

The article states that a child's intelligence is not a fixed quantity and that parents can do much to increase a child's ability and desire to learn. This should not be taken to mean that parents can hope to raise their child's intelligence by applying the right kind of management. Parents can help their child to make good use of the ability he has, by seeing that he is not frequently upset emotionally, that he has opportunities for wide experience, that he is encouraged to try out new situations, etc., but this does <u>not</u> mean that the child's innate potential can be raised by such procedures.

There is no doubt that children are better off with parents who set good standards and require conformity to them. The application of the requirement of conformity must be suited to the individual child. Similarly, the height of the standards must suit the child's age, intellectual capacity, frustration, tolerance, and so on.

Intelligence tests administered by competent persons give results that are a great help to teachers in determining what to require of children. There is a difference from child to child in what can be expected in the way of performance. Intelligence tests are a great help to schools on this point, as are tests of achievement in the

various subjects. The magazine article ends by emphasizing very properly that what is important is to help the child make the most of what he has.

An editorial, "Educationally Speaking", in "School Progress in Canada", April, 1960, emphasizes that high intelligence does not assure achievement --- motivation is necessary. It is equally necessary to the slow learner, but it is regrettable that the inability of the slow learners to cope with the ordinary material presented in school has caused us to view them as perverse, whereas we should have seen that what they require is not a watered-down version of the ordinary curriculum but a curriculum that will assist them according to their special needs.

Care should be taken that persons contemplating serious study of the problems of slow learners should not look upon articles of this kind as authoritative research material.

THE DISTRIBUTION OF LEARNING CAPACITIES

Literally thousands of research studies have been done on the distribution of learning capacities of children in the school population. Children have been assigned to various categories of learning capacity ranging from very superior (I.Q.140 and above) to mentally defective (I.Q.69 and below). The various categories are selected arbitrarily. The lines of demarcation between them cannot be accurately determined either in terms of intelligence quotient or of any other criteria, educational, social or medical. At each of the borderlines there are many children who should be assigned to one or the other category more in terms of the availability and flexibility of the provisions made than according to a fixed criterion.

The percentages of children who fall within the various categories vary according to the criteria adopted and to the effectiveness with which ascertainment of cases is carried out. Two examples of this variation are given below:

1. In material prepared for the Hope Commission by Dr. C.E.Stothers and Dr. N. Amoss, the following distribution of I.Q.'s was accepted as pertaining to the elementary school population of Ontario schools.

TABLE 1

I.Q.	Per cent of population included
Under 69 I.Q.	1%
70-79	5%
80-89	14%
90-109	60%
110-119	14%
120-129	5%
130 plus	1%
50-70-75	2%
127-130	2%

It can be assumed that Stothers' and Amoss' category "under 69 I.Q." includes only those children within the approximate I.Q. range 50 - 69 since the population specified includes only those children who

are actually in the elementary schools. In the Hope Report it is stated (page 379): "Those who have an intelligence quotient below (feeble-minded) are incapable of fending for themselves, cannot make progress in auxiliary classes, and are subject to exclusion procedure under Section 5 (1) of the Public Schools Act". The Department of Education Act, 1954, Section 12 (zc) suggests that "children under eighteen years of age whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age" require instruction beyond that normally provided in school. Translated into Intelligence Quotient terms this means that a child whose I.Q. is below 50 may be a person "who by reason of mental and physical defect is unable to profit by instruction in the public school". (The Public School Act, 1950, Chapter 316, Section 5 (1).

2. The percentage distribution accepted for the Wechsler Intelligence Scale for Children is as follows:

TABLE 2

I.Q.	Per cent of population included
69 and below	2.2
70-79	6.7
80-89	16.1
90-109	50.
110-119	16.1
120-129	6.7
130 and above	2.2

Here the category "69 and below" includes all children in the population below I.Q.69. This accounts, in part, for the discrepancy between the 1% figure given in Table 1 and 2.2% figure given in Table 2.

Both distributions given in the examples show no breakdown in percentage of children whose I.Q.'s are below 69. It is with the extremes, however, that various categories need to be established: not only in terms of I.Q. but also in terms of quality of performance in many dimensions.

One breakdown in percentage of slow learners in a school population was accepted by the Joint WHO/UNESCO Expert Committee on the mentally subnormal child meeting at Geneva in 1954. The following table indicates the estimated proportion of various categories of slow-learning children in the school population:

TABLE 3

Degree of mental subnormality	Approximate I.Q. level	Approx. percentage in population of school age	
1. Severe subnormality	0 - 19	0.06	
2. Moderate subnormality	20 - 49	0.24	2.56
3. Mild subnormality	50 - 69	2.26	
4. Borderline subnormality	70 - 79	5.6	
5. Low average	80 - 89	14.5	

Children in the first and second categories (I.Q. 0-19; 20-49) are, in the majority of instances, genuinely pathological cases of hereditarily or environmentally caused defect. With the exception of conditions caused by thyroid deficiency, little can be done medically or otherwise to raise their level of potential ability. The majority can, in a very limited way, be taught to feed and clothe themselves under supervision, to become to a moderate degree socialized, and even to understand the simplest, most repetitive forms of occupations for the hands. Few will ever be self-supporting, and even in favourable cases will not surpass the attainment of the average child of eight.

Children in the third category (Mild subnormality) where I.Q.'s range from 50 to 69, constitute a considerable social and educational problem. Too often these children are labelled mentally defective. In

by far the majority of cases, no demonstrable physical or physiological pathology can be alleged as cause for their intellectual inferiority and in the present state of knowledge <u>they must be regarded merely as deviating below the average in ability in much the same way as highly able children deviate above the average.</u>

The fourth and fifth categories of slow learners include those children whose intelligence quotients range from 70 to 89. In the early stages at lease, dullness is only apparent when the children are carefully observed. As they go through school, even if they make use of their limited learning capacity (which in point of fact few of them do) they tend to become more and more backward when compared with other children of their own chronological age. For such children, educational programmes which make no allowance for the slow learners' abilities, particularly in a school which has a system of annual promotion by attainment, tend to be a period of continued failure, of effort without success and, rather sooner than later abandoned as useless, of disappointment to themselves and of reproach from their teachers, parents and social groups. Unless special programmes are provided for this group, research studies indicate that the children may leave school only semi-literate. They easily join the ranks of the unemployed and unemployable and become a costly social liability instead of contributing, as they most certainly can, to society and of leading lives adjusted to their capacities.

In the Toronto Public Schools as of March (1960), 68,115 pupils, spanning the ages 4 to 13 were enrolled. If this number is taken as the criterion for the school population, the following can be estimated as representative of the numbers of slow learners in the population.

TABLE 4

Approximate I.Q. level	Percentage of all children included	Estimated number in school population (N=68,115)
50 - 69	2.2	1499
70 - 79	5.6	3814
80 - 89	14.5	9877

The enrolment figure of 68,115 includes pupils in Junior and Senior Kindergartens. Selection of slow learners for special classes does not take place until after the kindergarten years. Hence the number of children in the school population on which estimates of slow learners are based should be reduced by 10,210 (the number of children in Junior and Senior Kindergartens) to provide a better basis for comparison with actual figures of pupils in special classes. The following table indicates the estimated number of slow learners which can be expected in a public school population of 57,905 children.

TABLE 5

Approximate I.Q. level	Percentage of all children included	Estimated number in school population (N=57,905)
50 - 69	2.2	1274
70 - 79	5.6	3243
80 - 89	14.5	8396

In Tables four and five, three categories of intelligence quotients were used in estimating the number of slow learners in the Toronto Public School population. These categories are the same as those accepted by the Joint WHO/UNESCO Expert Committee on the mentally subnormal child. For the purpose of assignment of slow learners to special instructional classes, the Toronto Public School system has used two categories of I.Q. ranges, viz., 50 to 75 (Opportunity Classes)

and 75 to 90 (Academic Vocational Classes). Table six indicates the percentages of children who might be expected, according to normal probability, to have I.Q.'s within the categories 50 to 74 and 75 to 90. In conjunction with these percentages, an estimate is made of the number of children in the school population who would fall within these ranges of intelligence quotients. The actual number of children in Opportunity Classes and Academic Vocational Classes in the Public Schools as of March 1960 is also specified for comparative purposes.

TABLE 6

Approximate I.Q. level	Percentage of all children included	Estimated number in Public School population (N=57,905)	Actual number in Pub.Sch.Opportunity Classes and Academic Vocational Classes (March, 1960)
50 - 74	2.6	1,506	906 (Opp.Classes)
75 - 90	20.6	11,928	701 (A.V. Classes)

General Organization of Programmes

for Slow Learners

Toronto School System

I.Q. Range (App.)

	50 - 74	75 - 90
Public School	Opportunity Classes	Academic Vocational
Secondary School	Junior Vocational Schools	Academic Vocational

PROVISIONS: (a) Description of Courses

1. ACADEMIC VOCATIONAL CLASSES

There are 34 Academic Vocational Classes in the Public Schools, (with an enrolment of 701 - 542 boys, 159 girls), 25 for boys, 6 for girls and 3 mixed classes. The maximum number of pupils for these classes is 24; the Metropolitan requirement is 16, plus or minus 4; the present average is 20. Planning for the next three years includes the provision of 10 additional classes - 5 boys', 5 girls'. Pupils are placed in these classes on the recommendation of the Child Adjustment Services at about age eleven plus. Their I.Q. range is roughly from 75 to 90.

These pupils have achieved reasonably well in the slower stream of the Primary Division, usually taking four years to cover the work of the first three grades. In the Junior Division, they gradually fall behind again, as the complexity of the work and the range of reading materials increase.

"Academically retarded" is probably an accurate way in which to describe this group. An effort is made in Toronto to keep this stream separate and distinct from the "educable mentally retarded" (I.Q.50-75). In some areas of Metropolitan Toronto, the two streams are combined in Senior Opportunity or Academic Vocational classes. Hence there arises confusion in regard to the use of the term "Academic Vocational".

The academic curriculum is adjusted to provide for varying rates of learning in group or individual instruction. The vocational curriculum (shop work for boys, typing and home economics for girls) provides a saleable skill through mastery of rather simple mechanical processes.

This restores to academic vocational students the self-esteem which enables them to tackle with renewed vigour the academic work which they find difficult.

In the Senior Public Schools these classes are in some instances grouped in units of three with their own shops, and are part of the rotary organization in such subjects as physical education. The girls' classes have, as a rule, more participation in the rotary system. Where and when the academic vocational classrooms are free, it is the growing practice to use the facilities of these rooms and the special skills of the teachers in programmes for gifted students withdrawn from the regular Senior School programme for one or more periods per week. This plan, initiated at Perth in 1957, has so freed the girls' academic vocational classes from any implied stigma that there are now waiting lists of girls eager to enter.

Students who achieve approximately Grade 7 standing in English and Mathematics and are 14 years and 6 months on or before June 30, may enter the Academic Vocational Classes of the Secondary Schools. Each transfer is considered individually and promotion made by mutual agreement between the Assistant Superintendent of Secondary Schools and the Inspector of Special Education. From time to time other Academic Vocational pupils whose progress has been accelerated by the special help provided, are returned to regular public school grade classes.

In 1959-60 there are 13 Academic Vocational classes in the secondary schools, twelve of them being located in the vocational schools and one in operation at Parkdale Collegiate Institute.

Ten are boys' classes, two contain girls only, while one is a mixed class. The curriculum consists of approximately half-time work in academic subjects which are taught by one teacher in the home room of the class. The remaining time is spent in vocational work which may include arts and crafts, elementary commercial work and shop work. The classes consist of approximately 20 pupils at the commencement of the year, and much of the academic work is individual in nature. The teachers attempt to give remedial help in the various subjects and as far as possible to bring the pupils up to a Grade IV standard.

The teachers preferred for service in Academic Vocational classes are those with special training in Auxiliary Education, successful experience in dealing with the problems faced by these students in the regular classes of Grades 4 - 8, and a realistic, positive attitude towards their future development. In the public schools, experience in these classes has been found to be a valuable part of preparation for the duties of the consultants, vice-principals and principals. In the secondary schools younger teachers are reluctant to undertake this service because they feel that the opportunities for advancement are limited. Consequently, most of the teachers in the academic vocational classes in the secondary schools are older men, often with considerable elementary school experience, who have had special training in Auxiliary Education and whose possibilities for promotion have been definitely limited. A few younger teachers whose university courses have included work in psychology and who have a definite interest in this type of pupil, have been recruited for the academic vocational classes. These teachers will take their special training in Auxiliary Education after they have secured their basic teaching certificates.

The progress of each Academic Vocational student is carefully reviewed from time to time to find any who should be transferred to regular public school grades or to other courses at the secondary school level.

OPPORTUNITY CLASSES

There are 48 Opportunity Classes (and 1 partial class) in the Public Schools with an enrolment of 906. Six additional classes are provided for in the planning for the next two years. The maximum number of pupils for classes graded into two or more age groups is 16 for a junior class and 20 for a senior class. In an ungraded class the maximum number, according to provincial departmental regulation, is 16. Metropolitan class range is 16 - 20. Our largest class at present has 24 enrolled; 22 classes have 20 or more; the average enrolment is 18.8. Of the 48 classes, 8 only are graded into junior and senior classes in 4 schools where 2 classes are maintained in each school.

The following table shows the number of Opportunity Classes in operation since September, 1956:

September,	1956	- 42
"	1957	- 43
"	1958	- 44
"	1959	- 48
Planned for	1960	- 50

Pupils are usually admitted from Grades 1 or 2, and only on recommendation of the Child Adjustment Services. The I.Q. range is roughly 50 - 75. After a year in the Kindergarten, most of these children are given a reading-readiness programme in a special Grade 1

class or in a group in a regular class before admission to Opportunity Class can be arranged. In a school where an Opportunity Class is operated, the principal has authority to place the child in the special class on recommendation of the Child Adjustment Services. When transfer to another school is involved, parental consent must be obtained. In all cases, conferences with the parents precede enrolment in the Opportunity Class. Parents are often reluctant to assent to the transfer of a six-year-old to a neighbouring school district. The chief reasons are (1) traffic hazards and (2) the attention drawn to the retardation. As a result, many of these children become discouraged trying to cope with the readiness programme in the same class with others who have greater success. Unruly conduct and truancy are sometimes their reaction to this situation.

The programme in Opportunity Classes is extremely varied, since the 16-20 pupils may range in chronological age from 6 to 12 plus, and in mental age from 3 to 9. Emphasis is put on the adjustment of the 3 R's : programme to the needs and capacities of the individual. A larger proportion of these pupils are emotionally disturbed, since a considerable number do not enter until successive failures in regular classes and overt behaviour have produced a home and school crisis.

Partial integration is practised in every school with an Opportunity Class. Individuals or groups are fitted into regular class programmes, almost completely in physical education, and as far as is found educationally and socially profitable in other phases of the programme.

Teachers are selected for these classes from among those with primary and junior division experience. A somewhat greater possession of the characteristics listed above for Academic Vocational Class

teachers is required. A high degree of patience, persistence and adaptability is essential for successful teaching in these classes.

JUNIOR VOCATIONAL SCHOOLS

The three junior vocational schools operated by the Toronto Board of Education, Jarvis Junior Vocational School, Boulton Avenue Junior Vocational School and Edith L. Groves Junior Vocational School have staffs of 27, 17 and 17 teachers respectively. Since approximately half of the instructional time in these schools is devoted to academic work and half to work of a vocational nature, approximately half of the staff has a background of academic training and half are vocational teachers. However, there is no sharp line of demarcation in their duties. The vocational teachers support the work of the academic part of the school and the academic teacher relates his work to that given by the vocational teachers.

The ideal staff member should have a broad education preferably with university training in the field of psychology and the humanities. The teacher must be mature, kindly, with a sense of humour and a sense of proportion. He must know what to see and hear and what not to see and hear. Since a good deal of instruction is at the elementary school level, the teacher who has had elementary school experience is particularly valuable. In addition to the basic teaching certificate, a teacher should qualify as a specialist in Auxiliary Education.

In general terms, approximately 50% of the instruction is in academic subjects. These include English, Arithmetic, Social Studies, Art, Music and Physical Education. The remaining 50% of the time is spent in vocational classes. For boys the subjects are woodworking,

printing, leather work, shoe making, tailoring, machine shop practice, auto mechanics, painting and decorating, sheet metal work, trowel trades, barbering and food processing. For girls the work involves cooking and sewing, nursery school assistants, hairdressing and elementary commercial work. The courses of study are designed to provide as much education as possible for the pupil and to develop their abilities to the fullest extent. The school hopes to send as many of its students as possible into the work-a-day world, prepared to be self-supporting citizens.

As dictated by the curriculum, the accommodation provided must include classrooms for academic subjects, library facilities, art and music rooms, home economics and hairdressing rooms, space for office practice and commercial subjects and a wide variety of shops.

SECTION 4 (b)

STATISTICAL DISTRIBUTION OF PUPILS IN COURSES

ACADEMIC VOCATIONAL CLASSES

OPPORTUNITY CLASSES

JUNIOR VOCATIONAL SCHOOLS

TABLE 7

RECOMMENDED FOR ACADEMIC VOCATIONAL CLASSES

		IN SCHOOLS WITH ACADEMIC VOCATIONAL CLASSES						IN SCHOOLS WITHOUT ACADEMIC VOCATIONAL CLASSES						TOTALS					
		No. Rec'd	No.of those rec'd. admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on Waiting List in 1959-60	Left our System	No. Rec'd.	No.of those rec.'d admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on Waiting List in 1959-60	Left our System	No. Rec'd.	No.of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on Waiting list in 1959-60	Left our System
1956 - 57	Boys	180	102	44	8	6	20	244	87	86	27	7	37	424	189	130	35	13	57
	Girls	53	36	8	-	4	5	107	26	47	11	8	15	160	62	55	11	12	20
	Total	233	138	52	8	10	25	351	113	133	38	15	52	584	251	185	46	25	77
1957 -58	Boys	122	64	24	8	2	24	276	110	103	20	10	33	398	174	127	28	12	57
	Girls	23	14	3	2	1	3	133	32	48	16	15	22	156	46	51	18	16	25
	Total	145	78	27	10	3	27	409	142	151	36	25	55	554	220	178	46	28	82
1958 - 59	Boys	126	58	33	10	9	16	204	79	55	27	18	25	330	137	88	37	27	41
	Girls	41	23	10	-	6	2	137	34	33	13	37	20	178	57	43	13	43	22
	Total	167	81	43	10	15	18	341	113	88	40	55	45	508	194	131	50	70	63
	Total	Boys												1152	500	345	100	52	155
		Girls												494	165	149	42	71	67
		Grand Total												1646	665	494	142	123	222

The March, 1960, population of schools with Academic Vocational Girls'Classes 1,009
The March, 1960, population of schools with Academic Vocat.Boys' & Girls'Classes 7,420
The March,1960, population of schools with Academic Vocational Boys'Classes 7,445
The March, 1960, population of schools without Academic Vocational Classes 54,215

No.on roll in A.V. Classes,Sept.30,1959 - 527 Boys 161 Girls 688 Total
No.on roll in A.V. Classes, March 31, 1960 - 542 Boys 159 Girls 701 Total

The estimated number in the I.Q. range (75-90) in the Public School popula
is 11,928. This indicates that much wider provision of this type of educat
is needed.

Of 1,085 whose disposal we know (i.e. excluding "Cases not traced to date" and "left our System" cases), 61% were admitted to Academic Vocational Cl
Some of "Cases not traced to date" were probably admitted to Academic Vocational Classes in the schools to which they transferred.

The larger number of children recommended for Academic Vocational programme in "Public Schools without Academic Vocational Class" than in "Public Sc
with Academic Vocational Class" is due to there being a very much larger school population in the former group of schools.

The much smaller proportion of girls recommended for Academic Vocational Class is due to the much smaller accommodation for girls than for boys in t
of programme. In other words, the Public School principals do not refer and Child Adjustment Services do not recommend so many girls because there
such classes for girls.

The larger proportion of "Parent refused" cases in "Public Schools without Academic Vocational Class" is due chiefly to parental unwillingness to se
child to a school other than his home at a distance and away from his friends.

19.5.60

TABLE 7

RECOMMENDED FOR ACADEMIC VOCATIONAL CLASSES

T SCHOOLS WITH ACADEMIC VOCATIONAL CLASSES				IN SCHOOLS WITHOUT ACADEMIC VOCATIONAL CLASSES						TOTALS					
ases not traced to date	Parent re-fused	Still on Waiting List in 1959-60	Left our System	No. Rec'd.	No.of those rec.'d admitted in 3-yr period	Cases not traced to date	Parent re-fused	Still on Waiting List in 1959-60	Left our System	No. Rec'd.	No.of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on Waiting list in 1959-60	Left our System
44	8	6	20	244	87	86	27	7	37	424	189	130	35	13	57
8	-	4	5	107	26	47	11	8	15	160	62	55	11	12	20
52	8	10	25	351	113	133	38	15	52	584	251	185	46	25	77
24	8	2	24	276	110	103	20	10	33	398	174	127	28	12	57
3	2	1	3	133	32	48	16	15	22	156	46	51	18	16	25
27	10	3	27	409	142	151	36	25	55	554	220	178	46	28	82
33	10	9	16	204	79	55	27	18	25	330	137	88	37	27	41
10	-	6	2	137	34	33	13	37	20	178	57	43	13	43	22
43	10	15	18	341	113	88	40	55	45	508	194	131	50	70	63

n of schools with Academic Vocational Girls'Classes	1,009	Total Boys	1152	500	345	100	52	155
n of schools with Academic Vocat.Boys' & Girls'Classes	7,420	Girls	494	165	149	42	71	67
of schools with Academic Vocational Boys'Classes	7.445	Grand Total	1646	665	494	142	123	222
n of schools without Academic Vocational Classes	54,215							

,Sept.30,1959 - 527 Boys 161 Girls 688 Total
, March 31, 1960 -
542 Boys 159 Girls 701 Total

The estimated number in the I.Q. range (75-90) in the Public School population is 11,928. This indicates that much wider provision of this type of education is needed.

know (i.e. excluding "Cases not traced to date" and "left our System" cases), 61% were admitted to Academic Vocational Class, to date" were probably admitted to Academic Vocational Classes in the schools to which they transferred.

dren recommended for Academic Vocational programme in "Public Schools without Academic Vocational Class" than in "Public Schools Class" is due to there being a very much larger school population in the former group of schools.

n of girls recommended for Academic Vocational Class is due to the much smaller accommodation for girls than for boys in this type rds, the Public School principals do not refer and Child Adjustment Services do not recommend so many girls because there are fewer

"Parent refused" cases in "Public Schools without Academic Vocational Class" is due chiefly to parental unwillingness to send their han his home at a distance and away from his friends.

19.5.60

TABLE 8

ACADEMIC VOCATIONAL CLASSES IN SECONDARY SCHOOLS

	1957 - 58	1958 - 59	1959 - 60
Recommended from - Academic Vocational Classes (Public Schools)	299	285	294
Grade Classes (Public Schools)	10	10	-
Separate Schools	-	1	-
Metropolitan Schools	5	6	-
Total Recommended	314	302	294
Not Placed	52 (too young - 9) (too low -37) (quit or moved - 6)	34 (too young -18) (too low -16)	50 (too young - 6) (too low -44)
No. Accepted	262	268	244
No. on September 30th Roll	199	227	199
No. on March 31st Roll	160	187	165
Age as of September 14+	58	40	37
15+	173	169	172
16+	27	43	35
17+	3	1	
18	1 (Chinese)		

Pupils in Academic Vocational Classes in Public Schools are eligible for Academic Vocational Classes in Secondary Schools when between 14½ and 15½ years old. It will be noted that there is a close relationship between the numbers of those in Academic Vocational Classes in Public Schools becoming eligible for Academic Vocational Classes in Secondary Schools, i.e. 291 in September 1959, and those admitted to Academic Vocational Class in Secondary School.

Drop-outs are prominent, it will be noted, and this is due chiefly to pupils leaving school at age 16.

TABLE 9
WITHDRAWALS

ACADEMIC VOCATIONAL CLASSES IN SECONDARY SCHOOLS			
	During School Year		
	1956-57	1957-58	1958-59
Total Number Who Withdrew	97	73	89
Total Number Who Were Under 16 Years of Age at Time of Withdrawal from School	38	27	25
Types of Employment to Which Students Proceeded	Number of Students During School Year		
	1956-57	1957-58	1958-59
Skilled	4	7	8
Unskilled	3	3	7
Clerical	2	4	3
Service	15	13	14
Unknown	61	31	38
Continued Education	--	18	15
Training School	--	--	2
Deceased	1	--	--
Illness	--	--	3

TABLE 10

RECOMMENDED FOR OPPORTUNITY CLASSES

		In Schools with Opportunity Classes					In Schools without Opportunity Classes						Totals					
		No. Rec.'d.	No. of those rec'd. admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on waiting list in 1959-1960	Left our System	No. Rec'd.	No. of those rec'd. admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on Waiting List in 1959-60	Left our System	No. Rec.'d.	No. of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent re-fused	Still on Waiting List in 1959-1960	Left our System
1956 -57	Boys	169	71	51	4	10	33	103	24	41	4	5	29	272	95	92	8	15	62
	Girls	106	38	36	1	12	19	60	12	25	8	7	8	166	50	61	9	19	27
	Total	275	109	87	5	22	52	163	36	66	12	12	37	438	145	153	17	34	89
1957 - 58	Boys	215	107	66	5	9	28	80	30	22	7	8	13	295	137	83	12	17	41
	Girls	142	55	52	6	15	14	75	21	24	14	6	10	217	76	76	20	21	24
	Total	357	162	118	11	24	42	155	51	46	21	14	23	512	213	164	32	38	65
1958 -59	Boys	220	88	65	7	43	17	105	22	29	19	26	9	325	110	94	26	69	26
	Girls	142	45	48	3	23	18	67	19	25	7	9	7	209	64	73	15	32	25
	Total	362	133	113	15	66	35	172	41	54	26	35	16	534	174	167	41	101	51
	Total	Boys												892	342	274	46	101	129
		Girls												592	190	210	44	72	76
	Grand	Total												1484	532	484	90	173	205

The March, 1960, population of schools with Opportunity Classes - 38,411
The March, 1960, population of schools without Opportunity Classes - 31,673

Of 795 whose disposal we know (i.e. excluding "Cases not traced to date" and "left our System"), 67% were admitted to Opportunity Class. Some of the "Cases not traced to date" were probably admitted to Opportunity Class in the schools to which they transferred.

Only 67% of those recommended for Opportunity Class and whose disposal we know, were admitted to Opportunity Class in the three years studied. The remaining 33% did not get into Opportunity Class chiefly because of lack of room, and to a considerably less degree because of parental opposition to such placement.

Only 39% of those in "Public Schools without Opportunity Class" who were recommended for Opportunity Class whose disposal we know were admitted to such class, whereas 74% of those in "Public Schools with Opportunity Class" were admitted. The Opportunity Classes presently in operation are kept filled to capacity. There is greater willingness to accept Opportunity Class placement if the placement does not involve change of school.

There are 906 children in the 49 Opportunity Classes. The estimated number of children to age 13 in I.Q. range 50 - 75 in public schools under the Toronto Board, excluding Kindergartens, is 1506, based on the WHO/UNESCO distribution.

TABLE 11

OPPORTUNITY CLASSES									(49 Classes)	
Age as of Sept.1959	5-yrs.	6-yrs.	7-yrs.	8-yrs.	9-yrs.	10-yrs.	11-yrs.	12-yrs.	13-yrs.	14-yrs.
Boys	-	5	25	62	101	109	118	109	11	--
Girls	1	5	11	41	54	72	87	82	7	1
Totals	1	10	36	103	155	181	205	191	18	1

It is evident from Table 11 that many children who need Opportunity Class are not being admitted there until 10 or 11 years of age. More Opportunity Class accommodation would permit earlier admissions, assuming that the recommendations are made at the younger ages.

TABLE 12.
RECOMMENDED FOR JUNIOR VOCATIONAL SCHOOLS FROM GRADE CLASS

	From Schools with Opportunity Classes						From Schools without Opportunity Classes						TOTALS				
	No. Rec.'d	No. of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent refused	Still on Waiting List in 1959-60	Left our System	No. Rec.'d.	No. of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent refused	Still on Waiting List in 1959-1960	Left our System	No. Rec.'d.	No. of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent refused	Still on Waiting List in 19
1956 Boys	113	66	23	2	6	11	59	30	18	7	1	3	172	96	46	9	
-57 Girls	135	89	16	12	6	12	70	45	9	6	3	7	205	134	25	18	
Total	248	155	44	14	12	23	129	75	27	13	4	10	377	230	71	27	
1957 Boys	119	63	33	7	12	4	53	26	18	3	1	5	172	89	51	10	
-58	152	109	13	7	8	15	65	37	10	8	6	4	217	146	23	15	
Total	271	172	46	14	20	19	118	63	28	11	7	9	389	235	74	25	
1958- Boys	129	59	28	5	23	14	33	9	12	5	5	2	162	68	40	10	
59 Girls	112	60	9	11	27	5	53	30	7	8	5	3	165	90	16	19	
Total	241	119	37	16	50	19	86	39	19	13	10	5	327	158	56	29	
													506	253	137	29	
													587	370	64	52	
													1093	623	201	81	

The March,1960, population of schools with Opportunity Classes -38,411
The March, 1960, population of schools without Opportunity Classes -31,678

Total Boys
Girls
Grand Total

Of 807 whose disposal we know (i.e. excluding "Cases not traced to date" and"left our System" cases), 77% were admitted to Junior Vocat Some of the "Cases not traced to date" may have been admitted to Junior Vocational School from schools to which they trahsferred. The cases include those who were taken off the Waiting List when too old, and those who moved outside the Toronto school system.

The fact that a larger proportion of children are recommended from grade classes for Junior Vocational Schools from "Public Schools wi Classes" than from "Public Schools without Opportunity Classes" is probably due to the fact that the schools with Opportunity Classes have a larger proportion of such children, the Opportunity Classes being located in schools where there are more such children. These class had not been in Opportunity Class because of insufficient Opportunity Class accommodation.

It appears from Table VI that about one child in four recommended from grade class for Junior Vocational School is not admitted, and t an underestimate.

The lack of accommodation appears to be the chief factor in children recommended failing to get admitted to the Junior Vocational Scho children on the Waiting List will not be admitted as they reach an age to leave school while still on the Waiting List.

Parental refusal to allow a child to attend Junior Vocational School is the reason that about 10% of those whose disposal we know were probable that this proportion would be reduced if sufficient accommodation were available as Public School principals would feel it wa urge upon parents that their child be given such training. In this respect, there is little difference between boys and girls - 11% o whose disposal we know are not permitted by parents to attend Junior Vocational School.

TABLE 12.
RECOMMENDED FOR JUNIOR VOCATIONAL SCHOOLS FROM GRADE CLASS

s with Opportunity Classes				From Schools without Opportunity Classes						TOTALS					
Cases not traced to date	Parent refused	Still on Waiting List in 1959-60	Left our System	No. Rec.'d.	No. of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent refused	Still on Waiting List in 1959-1960	Left our System	No. Rec.'d.	No. of those rec.'d. admitted in 3-yr. period	Cases not traced to date	Parent refused	Still on Waiting List in 1959-60	Left our System
23	2	6	11	59	30	18	7	1	3	172	96	46	9	7	14
16	12	6	12	70	45	9	6	3	7	205	134	25	18	9	19
44	14	12	23	129	75	27	13	4	10	377	230	71	27	16	33
33	7	12	4	53	26	18	3	1	5	172	89	51	10	13	9
13	7	8	15	65	37	10	8	6	4	217	146	23	15	14	19
46	14	20	19	118	63	28	11	7	9	389	235	74	25	27	28
28	5	23	14	33	9	12	5	5	2	162	68	40	10	28	16
9	11	27	5	53	30	7	8	5	3	165	90	16	19	32	8
37	16	50	19	86	39	19	13	10	5	327	158	56	29	60	24
, population of schools with Opportunity Classes -38,411				Total Boys						506	253	137	29	48	39
, population of schools without Opportunity Classes -31,678				Girls						587	370	64	52	55	46
				Grand Total						1093	623	201	81	103	85

we know (i.e. excluding "Cases not traced to date" and"left our System" cases), 77% were admitted to Junior Vocational School. traced to date" may have been admitted to Junior Vocational School from schools to which they trahsferred. The "Left our System" o were taken off the Waiting List when too old, and those who moved outside the Toronto school system.

proportion of children are recommended from grade classes for Junior Vocational Schools from "Public Schools with Opportunity blic Schools without Opportunity Classes" is probably due to the fact that the schools with Opportunity Classes are ones that n of such children, the Opportunity Classes being located in schools where there are more such children. These children from grade Opportunity Class because of insufficient Opportunity Class accommodation.

VI that about one child in four recommended from grade class for Junior Vocational School is not admitted, and this is probably

ion appears to be the chief factor in children recommended failing to get admitted to the Junior Vocational Schools. Many of the g List will not be admitted as they reach an age to leave school while still on the Waiting List.

low a child to attend Junior Vocational School is the reason that about 10% of those whose disposal we know were not admitted. It is portion would be reduced if sufficient accommodation were available as Public School principals would feel it was then worthwhile to their child be given such training. In this respect, there is little difference between boys and girls - 11% of girls and 9% of boys are not permitted by parents to attend Junior Vocational School.

19.5.60

TABLE 13

OPPORTUNITY CLASS PUPILS WHO BECAME ELIGIBLE
FOR JUNIOR VOCATIONAL SCHOOL, SEPT.1/58 - AUG.31/59

	Entered Junior Vocational School	Left System	Entered Academic Vocational Class	Returned to Grade	Went to Training School	Remained in Opportunity Class	Totals
Boys	47	9	19	6	3	6	90
Girls	29	5	5	1	-	7	47
Total	76	14	24	7	3	13	137

TABLE 14

MAXIMUM ENROLMENT OF JUNIOR VOCATIONAL SCHOOLS 1949-1960

Year	Jarvis Junior Vocational	Edith L. Groves	Boulton Avenue	TOTAL
1949-50	489	197	136	872
1950-51	452	170	130	802
1951-52	408	158	171	737
1952-53	351	149	164	664
1953-54	377	172	171	720
1954-55	445	176	213	834
1955-56	454	214	240	908
1956-57	469	251	258	978
1957-58	468	262	278	1008
1958-59	493	261	250	998
1959-60 (to April)	436	257	211	924

The figures have decreased at Boulton Avenue because it is felt more benefit is derive by smaller classes.

TABLE 15

JUNIOR VOCATIONAL SCHOOL ADMISSIONS

	Jarvis Junior Vocational School						Edith L. Groves Junior Vocational School						Boulton Avenue Junior Vocational School					
	Number of Admission From						Number of Admission From						Number of Admission From					
	Grade	Opport.	Separate Schools	Metro Schools	Misc.	Total Admiss.	Grade	Opport.	Separate Schools	Metro Schools	Misc.	Total Admiss.	Grade	Opport.	Separate Schools	Metro Schools	Misc.	Total Admiss.
1956-57	99	93	39	41	-	272	109	19	8	8	-	140	45	33	-	23	11	112
1957-58	99	77	17	39	15	207	86	11	12	10	-	149	38	16	3	23	6	86
1958-59	97	80	32	30	28	247	87	7	10	13	-	117	24	25	1	19	7	76

In effect, the I.Q. range is not restricted to 50 - 75, but pupils who are unable to benefit by ordinary class instruction for various reasons, e.g., severe reading disability, are admitted to Junior Vocational Schools in order to get useful training before leaving school.

TABLE 16

WITHDRAWALS

JUNIOR VOCATIONAL SCHOOLS

	During School Year 1956-57	1 Year Sept. 1 - Aug. 31 1957-58	1958-59
Total Number Who Withdrew	364	363	409
Total Number of Toronto City Students Who Withdrew	311	295	299
Total Number of Students Who were under 16 Years of Age at Time of Withdrawal	133	104	96

Types of Employment to which Students Proceeded	Number of Students During School Year 1956-57	1957-58	1958-59
Skilled	28	32	39
Semi-Skilled	36	62	71
Unskilled	176	149	129
Further Education	2	2	3
Unemployed or Unknown	44	32	78
Armed	26	25	17
Deceased	1	1	1
Hospital or Institution	23	26	26
Returned to Public School	8	7	6
Junior Office & Clerical	22	27	39

TABLE 17

APPROXIMATE I.Q. DISTRIBUTION OF A SAMPLE OF PUPILS ENTERING JUNIOR VOCATIONAL SCHOOLS

1957 - 58		1958-59		1959-60	
I.Q. Range	Number of Cases	I.Q. Range	Number of Cases	I.Q. Range	Number of Cases
Below 65	37	Below 65	44	Below 65	44
65 - 69	31	65 - 69	33	65 - 69	33
70 - 74	53	70 - 74	52	70 - 74	57
75 - 79	60	75 - 79	58	75 - 79	60
80 - 84	35	80 - 84	36	80 - 84	29
85 - 89	29*	85 - 89	29*	85 - 89	18*
Above 90	14*	Above 90	23*	Above 90	13*
N = 259	Median I.Q. = 75	N = 275	Median I.Q. = 75	N = 254	Median I.Q. = 74

* Review of individual cases reveals that pupils in the I.Q. range of 80 - 85 plus had emotional problems which were inhibiting learning.

Average age of entry: 13.3 years

THE WIDER PROBLEM

In the previous sections, extensive documentation has been made of the fact that there are in the Toronto School system a large number of slow learners who require special programmes if they are to avoid experiencing increasing failure in the regular school curriculum. Slow learners are difficult to identify. As they go through school in the regular programmes, they tend to become more and more backward when compared with other children of the same chronological age. Often slow learners attempt programmes with which they cannot cope.

Although there are many factors which can cause children to fail a grade, the fact remains that slow learners may be unable to mobilise sufficient intellectual energies to meet the standards of regular instructional programmes. Thus within the percentages of failures listed below for each grade level, there are undoubtedly a number of children who might be classified as slow learners.

TABLE 18

PERCENTAGE OF FAILURES

KINDERGARTEN TO GRADE XII

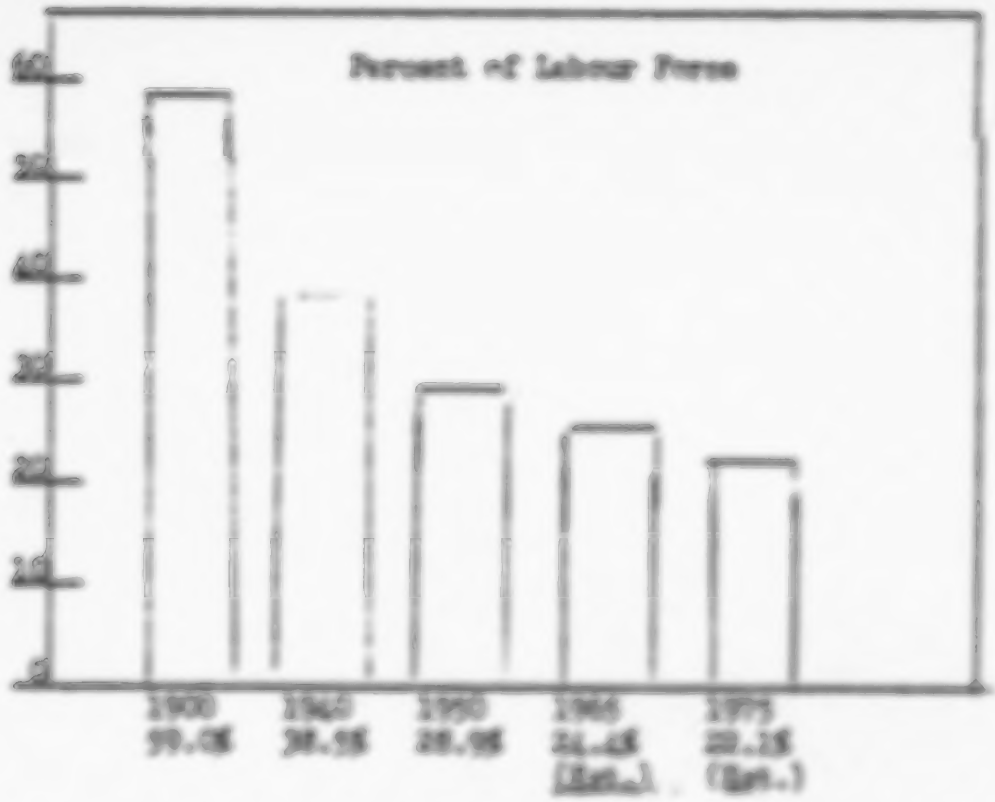
1958 - 1959

Public Schools

Grade	Number Enrolled	Number Failed	Percentage
K	8303	192	2.3
1	9099	1083	11.9
2	7906	615	7.8
3	7424	541	7.3
4	7066	493	7.0
5	7033	417	5.9
6	6841	339	5.0
7	6097	352	5.8
8	4806	170	3.5
		Secondary Schools	
9	5979	1235	20.1
10	4304	746	17.3
11	3215	529	16.5
12	2403	422	17.6

Unless special programmes are provided, the chances increase of slow learners experiencing failure. For these pupils, dropping out of school as soon as possible is the response to increasing failure. Leaving school without adequate training means joining the ranks of unskilled labour. Although there are still fair chances today of obtaining work of an unskilled nature, the demand for unskilled labour is decreasing. The chart which follows indicates this falling demand.

The Falling Demand For Unskilled Labour



The chart is based on unemployment figures in the United States between the years 1930 and 1950. The trend would seem to be equally appropriate for the Canadian scene. In fact, the estimated percentages for 1965 and 1975 would seem to be overly-optimistic in the light of increased automation and technology in the present day.

THE TASK: HOW TO MAKE PROVISION FOR SLOW LEARNERS

To make provision for slow learners within the school structure, it is important to proceed from a philosophy which accepts all children and intends to give to each child adequate opportunity for personal fulfilment. The programme emanating from such a philosophy brings all learners together for mutual association, capitalizes upon talents, and nurtures a sense of personal worth through social usefulness. It is comprehensive rather than specific. It has multiple purposes rather than single ones. Hence, the programme includes all forms of instruction and activity directed toward self-help, self-improvement, self-adequacy, and social competence. Obviously, planning of this kind requires a different kind of school situation from that provided in regular classes. However, the mere fact of making other than ordinary provisions does no more than relieve the ordinary classroom unless it carries with it at least a reasonable guarantee that slow learners can eventually take their place in our democratic citizenship. This is significant in view of the fact that democracy must rely for its functioning on the judgments and decisions of individual citizens. The decisions of individuals are not required in political organizations which are other than democratic. The provision of a sheltered workshop for slow learners is less than kind and other than realistic, unless we can guarantee that those for whom it is provided will remain forever outside of society and within the shelter. Lacking such a guarantee, it would seem advisable to include all educable pupils, within the community's organization of the schools.

Much of the criticism directed toward education of adolescents is stimulated by a somewhat vague hope that all youth can be retained in the schools at least until completion of Grade XII, thus equipping them to live better as adults with satisfaction to themselves and with profit to society. A good deal of attention has been focused upon the holding power of the traditional, vertical school structure and also upon its inability to meet the capacities of all youth who presumably might be enrolled. Assuming that educational opportunity is a fundamental right of all, those who advocate more flexible courses contend that pupils who drop out of school because they cannot handle the traditional courses have been denied a fundamental right, and therefore have no choice but to go out into society before the school has had full opportunity to exercise its influence upon maturity. It is possible, therefore, to draw a distinction between equal educational opportunities and identical educational experiences. "Meeting the needs of youth" may then be translated to mean planning courses that are appropriate to the potential of each student and hence have built-in holding power.

Exposing slow learners to the prescribed and pre-organised body of material on the normal courses of study cannot solve the problem, even though we reduce the ordinary programme in quantity and quality, and even though we extend the time for covering the material. Something other is required. The something other will need to recognise that learning for work, for social competence, for civic responsibility, for self-respect is one thing and that learning for successful response to academic tests or for intellectual development is another. The something other will need to relate the programme to individual learners, with increased

emphasis upon what they need to learn on one hand and what they are able to learn on the other, so that the slow learner is not confronted by the choice of either taking the ordinary course or taking nothing at all.

This report emphasizes that the problem of dealing with slow learning pupils in schools must be viewed within the wider perspective of dealing with individual differences. Problems of identifying talents, grading and controlling learning experiences and guiding pupils' further growth are not restricted to any one stage in the school programme; neither are the problems restricted to any one particular group of learners. Since education is concerned with life in all its manifestations, the report requires that these problems be solved from the learners' early beginnings in kindergarten through to their successful entry into a complex society.

Sections 2 and 3 of the report indicate that the measurable intelligence of the human race remains constant. Percentages of persons who have I.Q.'s within certain categories also remain relatively constant. At the same time there is a growing demand in society for greater knowledge and skill. The task facing educators in dealing with slow learners is how to provide educational experiences which will guarantee maximum utilization of the slow learners' resources.

Estimates of the number of slow learners in our school population, following the criteria of the WHO/UNESCO categories or the categories which have been employed in the system for a number of years, are all in excess of actual provisions now available. The greatest difference between estimates and actual numbers is found in the category 75 - 90 (Academic Vocational Classes). That the estimates may be substantially correct is borne out by

comparing differences between recommendations made and actual numbers of children who are enrolled in special classes. (See Section 4 (b) Statistical Distribution of Pupils in Courses).

Examination of the Tables in Section 4 (b) indicates that there are many complex factors which often weigh against pupils entering the special classes. Lack of accommodation is only one of the factors. Late identification, staffing problems, parental refusal, distance from school, drop-outs, pupils from Metro, all weigh against making more complete provisions.

Withdrawals from Academic Vocational Classes in the Secondary Schools are due chiefly to pupils leaving school at age 16. Their destinations are largely unknown. In the Junior Vocational Schools, the majority of pupils leave school upon reaching age 16 and must take up employment. The highest percentage of pupils who leave the Junior Vocational Schools enter occupations which are classified as "unskilled".

Many children who need Opportunity Class experiences are not being admitted there until 10 or 11 years of age. The fact results in children, who should have special programmes, experiencing failure while trying to cope with the regular programme. Attitudes to self and to school can easily become faulty and require correction before learning can be furthered.

The population in the Junior Vocational Schools is heterogeneous not only in terms of slow learners I.Q. range but also in terms of from where the children have come. The presence in the schools of children whose emotions are inhibiting their learning is indicative of the necessity of reducing crippling experiences of failure in earlier years at school. The excellent work which these schools do in providing for the

heterogeneous population is indicative of the vital role which special classes can play.

The over-all picture of pupils in Opportunity Classes, Academic Vocational Classes, Junior Vocational Schools and pupils who are not promoted would seem to suggest the importance of setting long-range goals within the educational system commensurate with the particular capacities of slow learners. The report suggests implicitly that the goal of many slow learners is to withdraw from school as soon as they reach leaving age. The report also suggests that with the demand for unskilled labour decreasing, these persons may suffer as unemployed or unemployable people in later years.

Intensive study is required of various programmes which might be organised for slow learners. This study should have regard for increasing those values already accruing from the present programmes. Attention should be directed as well to programmes in operation in other cities, (e.g. Rochester's Work-Study Programme, European Apprenticeship Programmes). Finally, attention must be given to the planning of special kinds of programmes which can be helping slow learners perceive increasingly their future roles in a democratic society, as well as how they can work effectively in an age of rapidly expanding technology.

APPENDIX "C"

BOARD OF EDUCATION
Office of Director of Education

TORONTO, October 4, 1960

TO THE CHAIRMAN AND MEMBERS OF THE SPECIAL COMMITTEE APPOINTED TO JOIN WITH PRINCIPAL OFFICIALS TO STUDY THE QUESTION OF SCHOOL ACCOMMODATION FOR SLOW LEARNERS:

The following is an extract from the minutes of meeting held June 7, 1960:

"Discussion of the best method of resolving the problem of the education of the slow learner concluded with the motion by Trustee Ferney that the Director of Education be requested to prepare a further report, for consideration by the committee as soon as possible, outlining possible alternatives to the existing three Junior Vocational Schools, which was carried."

Alternative plans have been considered as follows:

(1) Rebuilding of the Junior Vocational Schools without significant change in their present function.

(2) Extension of the programme of K - 6 or K- 8 schools to serve the slow learners of the upper age group.

(3) Extension of the programme of the Senior Public Schools to serve the slow learners of the upper age group.

(4) Incorporation of the slow learners of the upper age group into the existing Secondary Schools.

(5) Building a new type of school with a broader educational base.

As these alternatives were considered, many considerations emerged, the following being the most significant.

A. The changing terms of reference with respect to employment with particular emphasis upon the fact that possibilities in the unskilled and semi-skilled areas of employment are undergoing and will continue to undergo drastic change.

B. The necessity for expanding the educational methods employed in the Junior Vocational Schools to a wider segment of school children.

C. The rising secondary school population and the consequent necessity of building additional accommodation.

D. The fact that previous educational provisions for slow learning pupils undertaken both in the City of Toronto and elsewhere had been only partially successful.

Consequently it was decided to recommend the establishment of an entirely new type of school which, of necessity, would be experimental but which appeared likely to offer a solution to the problem that is at once education, economic and social. The following pages set forth in bare outline the thinking supporting the recommendation.

Respectfully submitted,

D. S. MEWHORT,
Co-ordinator of Auxiliary Services.

T. H. W. MARTIN,
Superintendent of Public Schools.

J. R. H. MORGAN,
Superintendent of Secondary Schools.

Z. S. PHILPOTT,
Director of Education.

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Introduction

It is understood that throughout this entire study there has been nothing but the highest commendation for the work done and the work that will continue to be done in the Junior Vocational Schools. The problem of the education of the slow learner is not new; it is brought into focus at the present time for two reasons as follows:

(a) The substandard accommodation in which the Junior Vocational Schools are housed.

(b) The changing terms of reference with respect to employment possibilities for those pupils of secondary school age who lack the ability to succeed in any of the standard four-year courses.

The term "slow learner" occupies precise definition. There are pupils whose I.Q. would not indicate likelihood of success in a four-year secondary school course but who, because of favourable conditions and extraordinary effort, do succeed. Regrettably, the reverse is equally true.

Present Educational Provisions

These are arranged in descending order of difficulty.

1. THE FIVE-YEAR COURSE ending in the Honour Graduation Diploma and usually leading to further education in some institution of higher learning.

2. THE FOUR-YEAR COURSE - Academic, Commercial and Technical -- ending in the granting of the Secondary School Graduation Diploma and leading directly into employment in business or industry.

3. THE TWO-YEAR COURSE generally called "terminal". A significant number of pupils taking these courses transfer to the four or five-year courses but the majority of the pupils seek employment at the end of the second year. This type of course has not met with a great deal of success in the Collegiate Institutes but the courses in the Technical Schools, High Schools of Commerce and the Commercial Courses in the Public Schools have proved and are continuing to prove satisfactory.

4. ACADEMIC VOCATIONAL CLASSES normally pupils spend two years in this type of class in the Public School and one year in the Secondary School. At the end of the latter year, some pupils transfer to one of the "regular" secondary school courses but the majority of them seek employment. A problem is posed when a pupil has completed one year in the Academic Vocational Classes in the Secondary School but has not been successful. Pressure of numbers generally precludes the possibility of his repeating the year and he is unqualified to obtain a job and lacks the personal characteristics to hold a job if he does happen to obtain one. To a somewhat lesser degree the same situation obtains with respect to graduates of the two-year courses.

5. JUNIOR VOCATIONAL SCHOOLS - these schools provide a three-year course for "graduates" of the Opportunity Classes in the Public Schools, and as stated above, do an excellent piece of work not only in job training but in the betterment of proper attitudes and work habits.

Obviously the pupils entering the courses outlined above tend to sort themselves in descending order of ability. For purposes

of this report, particular attention will be paid to those pupils in groups four and five. Surveys already provided to the Board indicate that there are more pupils apt for these courses than are in fact enrolled in them. Our surveys also indicate that there are pupils in one group who should be in another.

ECONOMIC CONSIDERATIONS

Automation and its attendant concentration of industry has brought about a situation whereby an increasing proportion of the population is employed in skilled professions and a diminishing proportion in agriculture and unskilled labour. The remainder must obviously then find their life's work in service occupations. There is no indication that graduates of courses 1, 2 and 3 (above) find difficulty in coping with the problem of getting their living. The educational, economic and social problems with which the slow learner is confronted are brought about by a combination of the fact that his abilities are limited and job possibilities are more and more restricted. Quite understandably, employers seek the services of the most intelligent and most highly trained persons available. In attempting to meet this situation we must define clearly the role of the school, determine what facets of the problem are ours and which facets belong to some other agency be it the home, the employer, the trade union or the social service agencies. It would appear reasonable to suggest that it is the function of the school to develop whatever capabilities each pupil may have to the fullest degree possible. The schools should attempt, in the course of furnishing him with knowledge and a degree of hand skill, to develop self-reliance and work habits that will make him employable whether or not he be specifically trained for a stipulated job. The programme of the Junior

Vocational Schools as it has developed over the years has given us some insight into how this goal may be accomplished.

The Problem

It should not be thought that the term slow learner is an all-embracing one. Generally speaking it embraces those pupils who have an I.Q. of 90 or 95 to 50. Just as in the case at the upper end of the intelligence scale, there are great variations at this lower end. Obviously the pupil with an I.Q. of 90 or so has wider educational and occupational horizons than one with an I.Q. of 60 or 65, and it is very doubtful whether the same programme or indeed the same school can meet the needs of both pupils. The Junior Vocational Schools were conceived to serve the needs of the pupils at the lower end of the slow learner scale but a large number of pupils of the not-so-slow slow learners found their way into these schools because there was no other place for them.

Certainly provision for pupils at the upper end of the slow learning scale has not been adequate. For too many pupils in this category attempt courses in the secondary school in which they were foredoomed to failure. They endured and were endured until their sixteenth birthday and left school at the earliest opportunity to seek whatever employment offered itself. In seeking and retaining employment they were burdened with the additional handicap created by their continuing sense of failure at school. Thus it becomes clear that some more adequate provision must be made for these pupils who cannot quite make the grade in the regular courses. The problem then might be expressed in terms of extending the excellent educational philosophy and techniques and understanding of children that have been learned in the Vocational Schools to embrace a wider section of our pupils. If we accept the premise that the Junior

Vocational Schools or their successors are likely to be required to take care of the slow slow learners, then our problem is to create a school with a similar philosophy to attend to the not-so-slow slow learners. There is a practical aspect to the problem in that the three existing Junior Vocational Schools, particularly Boulton Avenue, are many below standard in accommodation.

The immediate decision which must be made is whether in our 1961 capital programme to build an entirely new type of experimental school organised along the lines of the Junior Vocational School and to rebuild the Junior Vocational Schools in succeeding years or whether to rebuild the Junior Vocational Schools first and to postpone the building of a special school for pupils at the upper end of the slow-learner scale until the problem has been given further study.

Considerations Affecting the Decision

If the decision be to build a new type of school first, many problems will have to be resolved. Some of them are as follows:

1. The position of the Department of Education and the Metropolitan School Board with respect to Tinsmoss.

2. The selection and certification of teachers.

3. The purchase of a suitable site.

4. The development of a curriculum. This is probably the most difficult problem of all.

   Obviously the curriculum should not be that of a trade school in the sense that its aim would be to develop skills for specific jobs. It should rather be fashioned around categories of work such as transportation, retailing, construction, etc. and etc.

   Most important of all, it should be such as to develop in the pupils a sense of personal worth.

5. The determining of the selection process for enrolment. Ideally this should be a type of school to which pupils would seek to go but if that hope prove sterile, then some sort of selection process might have to be arbitrarily imposed.

6. The decision as to whether or not the school should be co-educational.

7. The optimum enrolment and consequent size of the school.

8. The increasing enrolment in Secondary Schools. It is well within the bounds of possibility that at least one new Secondary School will be required in the very near future. It would seem wise to provide another type of school to care for the not-so-slow slow learners who now attend the normal type of Secondary School but who do not profit to any marked degree from their attendance.

<u>The Problem in Short Focus</u>

The significant decision which has to be made is at which end of the slow learning scale to begin. Succinctly stated, the problem is whether in 1961 to spend the capital funds available in rebuilding the present Junior Vocational Schools with the thought of continuing along more or less present lines in the interests of the slow slow learners or whether to begin by supplying a new school for the not-so-slow slow learners and postponing consideration of rebuilding of the present schools for a year or so. Fortunately, it is not a question of wasting large sums of money since it seems likely that some kind of new Secondary School will be required and if the type of school suggested by this report prove unsuccessful, the new school might be converted either to a standard type of Secondary School or might be used as a replacement for one of the existing Junior Vocational Schools.

<u>Conclusions</u>

1. The Junior Vocational Schools, admittedly substandard in accommodation, are nevertheless doing an excellent piece of work.

2. The secondary school enrolment increased by 1500 pupils as between September of 1959 and September of 1960 and there is indication that this enrolment will continue to rise. It is probable that a new secondary school of some kind will be required.

3. The employment possibilities, particularly for persons of limited ability and training, are undergoing rapid change.

4. There is need to refine and intensify the educational opportunities offered in the Collegiates, Technical Schools and Schools of Commerce. The process of refining the programme in these schools is inhibited when the enrolment has an undue proportion of pupils of limited ability.

5. There is not, at the present time, adequate provision for the education of those pupils who have been referred to in this report as the not-so-slow slow learners.

Recommendations

1. That funds be placed in the 1961 estimates to implement a programme which will provide a new type of Secondary School to serve pupils in the slow learning group.

2. That selected personnel begin immediately to plan the school with respect to both accommodation and curriculum and that, if necessary, they be relieved of regular duties to do so.

3. That continued study be given to the problem of the education of the slow learner with the thought of undertaking yearly capital expenditures to provide adequate facilities for their education.